DOCUMENT RESUME

ED 280 802 SP 028 600

TITLE	The Redesign of Teacher Education: A Blueprint for Excellence. First Annual Progress Report Presented to the Board of Regents.
INSTITUTION	Southeast Missouri State Univ., Cape Girardeau.
PUB DATE	17 Jul 86
NOTE	35p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Admission Criteria; College School Cooperation; Cooperating Teachers; Curriculum Development; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Development; Staff Development; Student Teaching; *Teacher Education Programs
IDENTIFIERS	Southeast Missouri State University

ABSTRACT

A report is given on the redesign of the teacher education program at Southeast Missouri State University, which will integrate both preservice and inservice teacher education into one continuous process. Changes in the program design include: (1) development of more rigorous requirements for admission; (2) identification and implementation of exit criteria as prerequisites for graduation and/or certification; (3) improving the quality of and expanding the requirements for field based experiences; and (4) developing linkages (partnerships) between schools and higher education. Six task forces have been initiated in the college, comprised of public school personnel and university faculty, and have responded to the charge to offer recommendations for program changes. The recommendations of the task forces covering the following program components are presented in outline form: (1) curricular renewal for elementary/special education preservice students; (2) curricular renewal for secondary preservice students; (3) expanded field experiences; (4) collaborative partnerships linking the university and local education agencies; (5) selecting, training, and rewarding cooperating teachers; and (6) inservice staff development and dissemination of task force activities. Descriptions are given of the initial charge to the task forces, the development of a Mission and Goals Statement, and the development and implementation of the Center for Assessment and Research in Education (CARE). Appendixes contain the full texts of the charge to the task forces and of the mission and goals statement, an outline of the goals and objectives of CARE, and the complete reports of all six task forces. (JD)

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FIRST ANNUAL PROGRESS REPORT

THE REDESIGN OF TEACHER EDUCATION:
A BLUEPRINT FOR EXCELLENCE

Presented

To The

BOARD OF REGENTS

SOUTHEAST MISSOURI STATE UNIVERSITY

July 17, 1986

SP028600

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FIRST ANNUAL PROGRESS REPORT

THE REDESIGN OF TEACHER EDUCATION: A BLUEPRINT FOR EXCELLENCE

Introduction

The future of colleges of education in the U.S. is questionable, given present practice. A reversal of this perception is totally possible if teacher educators wish to reorganize, regroup, and rethink their position and to change what they have historically been doing. The College of Education and Behavioral Science is doing just that.

In this process we are initiating new partnerships and linkages with our inservice colleagues to provide a united front in the preparation of educational personnel, changing the delivery mode of inservice education, developing a mission/philosophy which reflects a sense of purpose, and implementing major curriculum changes that more appropriately address the educational needs of our clients--both now and in the future.

Our future will be a result of what we do now in response to the problems presently confronting education. Problems encountered by education have resulted from the fact that teacher training institutions and schools have consistently and significantly lagged behind what may be called the "best ideas."

Teacher education programs must establish closer relationships between and among the school divisions they serve. The combination of austerity budgets, public dissatisfaction with the perceived quality of school programs, declining enrollments, and similar factors are exerting pressure on teacher training institutions to establish these cooperative, collaborative linkages. Such alliances can, and will, be mutually beneficial to everyone concerned.

Southeast Missouri State University takes pride in the strong interdisciplinary and innovative nature of its teacher education programs and the cooperative arrangements that have been developed with the public school divisions and

sister institutions within the region and state. The recent enactment of the Excellence in Education Act in Missouri parallels, in part, the commitment of Southeast Missouri State University to quality education.

The Holmes Group and the Carnegie Forum's Task Force on Teaching as a Profession together with several other state and national professional organizations and state boards have identified school-college matters most worthy of attention by both political and educational leaders at this time. These include the development of more rigorous requirements for admission to teacher education programs; identification and implementation of exit criteria as prerequisites for graduation and/or certification of preservice teachers; improving the quality of and expanding the requirements for field based experiences in teacher education programs; and developing viable linkages (partnerships) between the schools and higher education to improve the work of both sectors.

The Provost's paper, Teacher Education at the Crossroads, provided substantive evidence that Southeast Missouri State University was ready to respond to this challenge. In the Fall of 1985, the new Dean presented an agenda to the faculty that encompassed many of the cogent points outlined in the earlier paper and provided an agenda for further response to the need to "restructure, regroup and rethink what we have historically been doing." The address to faculty entitled, Beyond the Crossroads: Charting the Future, provided a blueprint for the redesign of teacher education at Southeast Missouri State University.

The College of Education and Behavioral Science, with the support of the University, has embarked on a premiere program which responds to these four general concerns and which integrates both preservice and inservice teacher education into one continuous program. In achieving this purpose, six task forces have been initiated in the College comprised of public school personnel and university faculty. This university/public school involvement has been

evidenced by the task force reports and reendations. As Corrigan (1980) has pointed out:

> A major purpose of education is to inquire into basic educational questions: discover new facets of teaching, learning, administering and counseling; apply research findings in a variety of educational settings; and synthesize the results of scholarly investigation in ways that are useful to professional practitioners.
>
> Central to the design of any educational improvement strategy for the future is recognition of the fact that schools, other educational community agencies, and colleges themselves, are interrelated and interactive components of one educational system. We must replace our present disconnected approach with a new partnership.

The College of Education and Behavioral Science is making visible progress in achieving this purpose. Six specific steps are in process of being initiated which provide preliminary evidence indicative of this effort.

1) Restructuring the teacher education curriculum to permit greater integration of theory and practice in a more experiential environment.
2) Collaboration between the College of Education and Behavioral Science and public schools in developing a four year assessment program of preservice teacher education students.
3) Utilization of university faculty to teach in public schools and public school faculty appointed as associate faculty to work with university students and faculty.
4) Implementation of teacher/professor exchanges.
5) Utilizing public school "master teachers" as the day-to-day supervisors of student teachers in a more clinical field oriented mode.
6) The initiation of a four year field oriented program for our preservice teacher education students.

Initiation of Task Forces

Shortly after the Dean's remarks to faculty in September, 1985, a workshop/-advance was held in St. Louis as a way of beginning to organize and implement the

numerous recommendations emanating from that initial faculty meeting. Consequently, approximately 135 educators representing university faculty and public school personnel began deliberations in each of six Task Forces. All Task Forces had representation from both University faculty and public school personnel. It is significant to note that, in addition to public school membership on each of the Task Forces, four of the six Task Forces were co-chaired by public school superintendents. During this Workshop/Advance session, each of the six Task Forces were provided with a number of issues which were in need of discussion, deliberation, and eventual recommendations to the Dean at the conclusion of the 1985-86 academic year. The six Task Forces and their charge can be found in Appendix I of this Report.

All of the Task Forces met regularly throughout the year as well as the Co-Chairs, who met independently with the Dean in order to communicate the work of the Task Forces internally as well as sharing discussions with other internal/external publics. During the second semester of the 1985-86 academic year, an external evaluator was employed to begin an assessment of the effectiveness of each of the Task Forces and their leadership. This process evaluation is ongoing and will continue until the redesign of our teacher education program is completed.

Deans' Advisory Council

Following the initiation of the Task Forces in early Fall, 1985, a Deans' Advisory Council was formed composed of the Task Force co-chairs, public school personnel, Department Chairmen of the College of Education and Behavioral Science, and representatives from each of the other Colleges in the University. The Council met monthly and was designed to improve communications, act as a catalyst for recommendations for Task Force groups, and to provide advice and counsel to the Dean relative to the Teacher Education Redesign. This Council

will continue its work during the 1986-87 academic year and will eventually emerge as an integral part of the governance structure for teacher education.

An important aspect of the many discussions held this past year was the emergence of a Mission and Goals Statement for our Teacher Education Redesign. After much deliberation, a statement was unanimously approved this past May 5, 1986, (See Appendix II). In early Fall of this coming academic year, this statement will be presented to the Teacher Education Committee, the College of Education and Behavioral Science's College Council, and University Academic Council for their input and support.

Center for Assessment and Research in Education

In recommendation number 4 of the Provost's position paper, "Teacher Education at the Crossroads," it states:

> Establish a Center for Assessment and Research in Education (CARE). The purpose of the Center will be to enhance research and development throughout the region by promoting collaborative research and development projects, stimulating faculty research in applied teaching and learning areas, and disseminating educational studies, research, and reports in the region and, on a selective basis, to wider segments of the profession.

In early winter of 1986, a committee was organized by the Dean to consider this recommendation with the specific charge to establish CARE - The Center for Assessment and Research in Education. As the Dean and his committee began their deliberations, they reflected on both the historical antecedents of the need for a Center but also envisioned future ramifications for faculty, staff and our public school colleagues. The purpose of the Center will be to enhance research and development projects, stimulating faculty research in applied teaching and learning areas, and disseminating educational studies, research, and reports in the region and, on a selective basis, to wider segments of the profession.

Further emphasis will be placed upon developing and maintaining positive working relationships with school districts and human services organizations to

promote the effective preparation of professional educators. Research questions and inquiry strategies will be developed to encourage the involvement of practicing professionals (school based educators) with teacher educators (campus based educators) to develop and refine the professional knowledge base. In this process, collaborative projects will be developed which could be partnerships between University personnel and school district personnel, between University personnel and human services organization personnel, and/or between and among various University departments.

The specific goals, objectives and strategies can be found in the statement developed by the Dean and his committee in Appendix III of this document.

Summary

The accomplishments of this first year of the Teacher Education Redesign project are varied and significant. A brief listing of these accomplishments is appropriate.

1. Development of a Mission and Goals Statement to provide further direction and appropriate parameters for the Redesign of Teacher Education.
2. Development and implementation of the Center for Assessment and Research in Education.
3. Task Force Recommendations

3.1 Curricular Renewal: Elementary/Special Education. This Task Force has made recommendations regarding 1) competencies to be required (also a major portion of the exit requirements), 2) structure of the elementary program, and 3) entrance requirements. Each of these recommendations have been accepted by the Dean with additional suggestions for entry and exit criteria. Placement of specific competencies, revision of course syllabi, writing of new course syllabi, and exit requirements will be undertaken this Fall 1986. (See Appendix IV for full Task Force Report.)

3.2 Curricular Renewal: Secondary. This Task Force developed one subcommittee for each charge and these met periodically throughout the year independently from the total Task Force. Entrance and exit criteria have been recommended parallel, in part, to that recommended by the elementary/special education task force. Another charge given by the Dean during the course of the year centered on the unique situation in secondary education that the program is "scattered" across colleges and departments within the University. The Dean requested recommendation(s) about improving or resolving that situation. (See Appendix V for full Task Force Report.)

3.3 Expanded Field Experiences. This Task Force recommended a four year field experiences program similar to the initial charge given this past Fall, 1985. (See Appendix VI for full Task Force Report.)

3.4 Collaborative Partnerships. This Task Force recommended that linkages and collaborative partnerships should include public school faculty and administrators. These individuals should be utilized as resource persons/consultants in the University teacher education classes to address concerns and questions pre-service teachers. Furthermore, the criteria for the selection of pilot high school and elementary school collaborative partnership sites should be all personnel (boards, administration, staff/faculty) who must be committed to the concept of LEA/IHE alliances; the pilot elementary school should not be selected from the same district as the pilot high school site; local education agencies and the university must be willing to commit necessary resources; and the local education agency must be able to provide appropriate opportunities for a wide range of activities. Finally, the school districts to be considered for the high school pilot site are Cape Girardeau Public Schools, Chaffee Public Schools, Charleston Public Schools, Delta Public Schools, and New Madrid County Schools. The school districts recommended for the elementary

school pilot site are Cape Girardeau Public Schools, Charleston Public Schools, New Madrid Public Schools, Scott County R-IV Public Schools (Benton). (See Appendix VII for full Task Force Report.)

3.5 Selecting, Rewarding, and Training Cooperating Teachers. The Task Force on Selecting, Rewarding, and Training Cooperating Teachers stated in its report that to facilitate the effective training of a student teacher requires a collaborative effort by the cooperating teacher, student teacher, the school administrator, the public school system, and the University. The roles of each should be well defined. The cooperating teacher is a most vital part of the student teaching program and the University should assist the cooperating teacher by establishing a training program concerning the expectations of the University regarding the teacher education program. The University coordinator should be trained in analyzing effective teaching and be capable of assisting cooperating teachers in developing strategies and resources to aid student teachers in the appropriateness of their needs. Remuneration of cooperating teachers should include adequate intrinsic and extrinsic rewards. (See Appendix VIII for full Task Force Report.)

3.6 Inservice Staff Development and Dissemination. In their work this year, identifying areas/topics that need attention was intricately linked with delivery systems for inservice faculty and staff development, so these issues were addressed in two groups: (1) Inservice - Public and Private Schools, and (2) SEMO Faculty Development. Responsibility for other activities was split into two groups: Dissemination-Newsletter and Dissemination-Networking. (See Appendix IX for full Task Force Report.)

4. The genesis of a philosophy which implies that coming together is a beginning, keeping together is progress, and working together is success has begun to emerge between the University and our public school colleagues

as well as among our University faculty.

Conclusion

As the Provost indicated in his paper, Teacher Education at the Crossroads: An Opportunity for Excellence:

> What Southeast Missouri State University becomes in the future as an educator of teachers will inevitably reflect what it has traditionally been. The strength of the teacher education program is a hallmark of the University. The teachers and administrators in the schools of Missouri with undergraduate and graduate degrees from this University give witness to the stature of the program. The reputation of the program provides the essential components and foundation for strong leadership in the future. The University has built the tradition of excellence by responding appropriately to the need for change.

In order to implement effectively these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change, but we must also strive to insure the acquisition and preparation of leadership personnel that can support and defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education will never reach its fullest potential, regardless of existing or future levels of financial support.

The College of Education and Behavioral Science at Southeast Missouri State University is progressing in these new directions and we are responding to the realities, the rewards, and the demands of an ever-changing society.

Alan H. Wheeler, Dean
College of Education
and Behavioral Science
Southeast Missouri State University
July 4, 1986

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Appendix I

Initial Charge To Task Forces

Curricular Renewal - Elementary and Special Education

Development of:
- --Entrance criteria.
- --Exit criteria.
- --Performance based curriculum with identified competencies for each course, module and/or unit of study.
- --The possibility of a field component within each course or unit of study.

Curricular Renewal - Secondary Education

Development of:
- --Entrance criteria.
- --Exit criteria.
- --Performance based curriculum with identified competencies for each course, module and/or unit of study.
- --The possibility of a field component within each course or unit of study.

Expanded Field Experiences

Establish a four year program:
- --Freshman - minimum of 25 contact hours in an education and/or non-school setting.
- --Sophomore - minimum of 40 contact hours in an education and/or non-school setting.
- --Junior - one semester of theory and practice (classes and field work).
- --Senior - one semester of student teaching with identified competencies.

Concurrent and/or post-student teaching seminars.

Selecting, Rewarding and Training Cooperating Teachers

Remuneration for cooperating teachers.
Training component for cooperating teachers.
Role of the university supervisor.
Role of the cooperating teacher.

Collaborative Partnerships

Criteria for selection of an elementary or high school or both.
Development of schedule for selection.
Activities in which to be engaged:
- --inservice staff development.
- --teacher/professor exchange.

--support service to be provided by the University.
--support service to be provided by the School(s).

Inservice Staff Development and Dissemination

Develop network for dissemination of task force activities.
Explore new delivery systems for inservice faculty and staff development-college and public school.
Identification of areas/topics that need attention.

Appendix II

Mission and Goals Statement

In responding to the nationwide call for excellence in education, Southeast Missouri State University has made a commitment to develop a premiere program in teacher education. Striving to design programs that will uniquely apply the body of research and knowledge to changing needs, the College of Education and Behavioral Science seeks to develop a research based, competency oriented undergraduate teacher education program, built in collaboration with area schools.

In developing a competency based teacher education program, our challenge lies in identifying those elements required to make an effective teacher, and in finding ways to teach and evaluate those components. However, a competency based teacher education program should not be thought of as a narrow, prescriptive program. Clear recognition should be given to the need for an appropriate knowledge base, as well as to developing teachers who have acceptance of individual differences and can provide supportive learning environments. Our mission, therefore, lies in developing undergraduate competency based teacher education programs that produce effective, dedicated, caring teachers.

The following goals further delineate and clarify our mission.

1. To provide a continuing supply of competent teachers.
2. To provide professional support and assistance for entry level and career educators.
3. To assume regional and national leadership in teacher education.
4. To meet and exceed state and national accrediting standards.
5. To enhance and extend cooperative/collaborative relationships with public/private schools and business/industry in the SEMO service area.
6. To attract and retain quality students in the teacher education program.
7. To develop and implement systems of assessing preservice and inservice competencies.
8. To design an ongoing evaluation system for the teacher education program.
9. To establish a CBTE program as a catalyst for future change in graduate education and continuing education.

Appendix III

Center for Assessment and Research in Education

GOAL I

To formalize processes for encouraging collaborative research and development projects in the Southeast Missouri State University service region by expanding the scope of existing projects and increasing the number of projects.

OBJECTIVES

1. To inform organizations of types of research expertise available and purposes of research.
2. To identify organizations willing to participate in, and those presently participating in, collaborative projects and problems which could be addressed in such research.
3. To create networks of University faculty interested in research in the schools and human services organizations.
4. To make University computer capacity (documents search) available at a nominal charge to participate in research.
5. To evaluate and disseminate results of collaborative research.

STRATEGIES

1. Sponsor quarterly research "colloquia" where faculty members can present their current research interests.
2. Earmark some funds from grants for faculty/graduate student research.
3. Develop and maintain contacts with schools and human services organizations which would solicit the identification of topics worthy of research and provide for the dissemination of information about purposes and benefits of such research.
4. Invite participating schools and human service organizations to on- and off-campus research update sessions.
5. Maintain an advisory council for the Center which is representative of University, school district and human services organization personnel.
6. Secure representation by school district and human service organization personnel on Center committees dealing with allocation of funds, human subject release, etc.

GOAL II

To stimulate faculty research of publishable quality.

OBJECTIVES

1. To provide incentives for faculty and staff research.
2. To promote collaborative research projects between junior and senior faculty members.
3. To promote, recognize and reward faculty for service, research published and articles published.

STRATEGIES

1. Provide funds enabling faculty to pursue scholarly field research.
2. Credit faculty for scholarly books and/or articles in juried publications with national/regional scope.
3. Provide support staff through the Center for library, computer, and/or data collection aspects of the research process.
4. Provide Center graduate research assistants who could receive research credits toward their degree.
5. Aid researchers by arranging for equipment (video, computer, duplication, etc.) and/or space for long term needs.
6. Coordinate access to school programs participating in Center research.

GOAL III

To ensure that all research and scholarly activity be appropriately disseminated throughout Southeast Missouri State University's service area.

OBJECTIVES

1. To produce a newsletter to be sent to faculty, school districts and human services organizations.
2. To inform university colleagues, school division personnel and other service area publics of research being conducted in our service area, the results of that research, and research studies funded by grants through state, regional, and national sources.
3. To compile and produce a research/review containing pertinent and relevant research oriented materials from national/international sources for dissemination to others in our service area.

STRATEGIES

1. Sponsor regional meetings for purpose of fulfilling objectives.
2. Encourage dissemination of research by various methods (e.g. presentations) at regional meetings sponsored by other groups.
3. Publish a newsletter/journal 2-3 times per year. This publication could also be used by the task forces for reporting their work and by the college and public schools for enhancing communication.
4. Establish a database of "Research in Education" and make it available to all service area schools on the Southeast Missouri State University computer.

Appendix IV

Curricular Renewal - Elementary/Special Education

Task Force Year End Report - May 1986

The Task Force for Curricular Renewal--Elementary/Special Education has had a highly productive year, and is prepared to make recommendations regarding 1) competencies to be required (also to become a major portion of the exit requirements), 2) structure of the elementary program, and 3) entrance requirements. Each of these recommendations is presented in this report. Regretably, space does allow for thorough discussion, and any requests for clarification should be made to either of the co-chairs of the task force.

At this point, the task force has reorganized, and is beginning to consider the alignment of the early childhood and exceptional child programs with the proposed elementary program. After that, placement of specific competencies, revision of course syllabi, writing of new course syllabi, and exit requirements will be undertaken.

RECOMMENDATION ONE: THE MISSOURI PERFORMANCE BASED OBJECTIVES (with additions and clarifications) SHALL CONSTITUTE THE BASIS FOR THE COMPETENCIES OF THE ELEMENTARY/EXCEPTIONAL CHILD PROGRAMS.

RECOMMENDATION TWO: CREDIT STUDY FOR B.S. IN EDUCATION, ELEMENTARY 1-8.

GENERAL EDUCATION

Communications and Humanities (16)	Hours
Required Courses:	
English EN 100 and 150	6
Literature (200 level, excluding LI 242)	2-3
Electives:	
Music Appreciation MU 280	2
Art, any course	2-3
Psychology PY 150	3
Foreign Language	6
Journalism, any course	2-3
Philosophy	3
*Speech	2-3
Literature (Senior Level Course)	2-3

Social Studies (14)	
Required Courses:	
American History US 101 and US 102	5
National and State Government PS 100	3
Electives:	
Western Civilization WH 102 and/or 104	3-6
*Economics EC 100, 110, or 120	2-3
*Sociology SO 100 OR Anthropology AN 180-181	2-3
*Cultural Geography GG ---	2-3

(If cultural geography cannot be included in this category, Economic and Sociology shall be 3 hrs. each, with Geography to be included only under Elementary

Special Subjects, for 2 credit hrs.)

Mathematical and Natural Sciences

The Sciences (10)

Process Oriented, Integrated Science ID 1-- (to include a laboratory component) OR Biological Science 4, Earth Science 3, Physical Science 3 (each to contain a laboratory component)	10

Mathematical Science (3)

Math for Elementary Teachers MA 130	3

Physical Education Activity Courses (4) 4

ELEMENTARY SPECIAL COURSES (14)

*Geography GG 1-- OR GG 2--	(2)
*Economics EC 1--	(2)
*Sociology SO 1-- or Anthropology AN 1--	(2)
Mathematics MA 330 and MA 430	6
Modern Health HL 108 OR HL --- Health and Safety	2

PROFESSIONAL EDUCATION

Foundations for Teaching (12)

Child Development -- 1--	2
Theories of Learning and Management -- 3--	2
Psych. Ed. Exceptional Child EX 572	3
Foundations of Education EF 3--	2
Student Teaching Seminar ED 4-- (or ID 4--)	3

Teaching Methods (18)

Basic Techniques of Teaching Reading and Language Arts (to include 1 hr. of Ch. Lit.) ED 3-- OR Basic Techniques ED 3-- and LI 242	6/7
Advanced Techniques of Teaching Reading In the Elementary School ED 3--	5
Techniques of Teaching Mathematics and the Content Areas ED 3--	5
Integrating the Elementary Special Subjects (ID ---) (Consisting of a 2 hr. laboratory period each week in art, music, and physical education, concentrating on intergrating these areas into the curriculum)	3

Clinical Experiences (19)

Career Decisions ED 1--	1
Field Experiences I ED 2--	2
Field Experiences II ED 3--	2
Student Teaching in the Elementary School I ED 4--	7
Student Teaching in the Elementary	

School II ED 4-- 7

*Required for certification.

Area of Specialization: 21
(In an appropriate area, selected from approved programs.)

(Total number of hours required 124. The credit study totals 125, but it is anticipated that the areas of specialization will include, generally, 6 to 8 hours of work already within the credit study, thereby reducing the actual number of required hours to approximately 118, and allowing a very small number of electives.)

NOTE: The effect of the forthcoming changes in general education cannot be determined at this time. Obviously, if there must be 45/48 hours of general education which will not include those courses required by the state (speech, economics, geography, mathematics, etc.) the program will soon become too extensive to be placed within the framework of a four year program, and the possibility of a premiere undergraduate program may well become impossible. If that occurs, it will be necessary that these required courses (with the exception of mathematics) be two hour courses.

The following illustrates a design for the professional courses within the program:

Freshman Year:

Career Decisions ED 1--	1
Child Development -- 1--	2
	3 hrs.

Sophomore Year: (Second Semester)

Theories of Learning and Management -- 3--	2
Basic Techniques of Teaching Reading and Language Arts (to include one hour of children's literature) ED 3--	6
Integrating the Elementary Special Subjects ID ---	3
Field Experiences I ED 2--	2
	13 hrs.

Junior Year - Professional Semester:

Psychology/Education of the Exceptional Child EX 572	3
Advanced Techniques of Teaching Reading in the Elementary School ED 3--	5
Techniques of Teaching Mathematics and the Content Areas ED 3--	5
Foundations of Education EF 3--	2
Field Experiences II ED 3--	2
	17 hrs.

Senior Year:

Student Teaching Seminar ED 4-- or ID 4--	3
Student Teaching in the Elementary	

School I ED 4-- 7
Student Teaching in the Elementary
School II ED 4-- 7
17 hrs.

(The senior year will be taught with one week of seminar, seven weeks of student teaching, one week of seminar, seven weeks of student teaching, and a final week of seminar.)

RECOMMENDATION THREE: CURRENT ADMISSION PROCEDURES FOR THE TEACHER EDUCATION PROGRAM SHOULD BE MODIFIED TO CONFORM TO THE FOLLOWING RECOMMENDATIONS.

A. The current "Affidavit of Moral Character" should be modified in the following manner:

1. The following paragraph should be added to the Affidavit immediately following the opening paragraph.

   The applicant to the Teacher Education Program should also be advised that issues concerning moral character and background are of great concern to the public schools where employment will eventually be sought. If the applicant has factors in his/her background that are likely to preclude future employment in the public schools systems, any decision to seek teacher certification should be carefully considered.

2. The word arrested be eliminated from the question "Have you ever been arrested, indicted or convicted on a felony charge?"

B. A student seeking admission to the Teacher Education Program must have an overall grade point average of 2.5 in all coursework completed.

C. A student must not be admitted to the Teacher Education Program if he/she is on disciplinary probation by the University.

D. The student must have a grade of "C" or better in EN100 and EN150.

E. All candidates must take a speech and hearing test given at the University with the condition that the University Speech Clinic develop and publish pass/fail criteria for the test. Candidates not meeting pass criteria will be given appropriate counseling/therapy.

F. The student must obtain a composite score of 18 or better on the ACT, a score of 800 on the SAT (verbal plus mathematics) or the equivalent as stated by current University policy.

G. The student must obtain a satisfactory score on the "state test" described in the Excellence in Education Act when it is developed and available.

H. The student must have three letters recommending them for admission to the Teacher Education Program submitted by persons who have familarity with their background and personality. At least one of the letters must be from an education professional.

I. Students who speak English as a second language must demonstrate sufficient competency in the English language to assure that they can adequately communicate with school aged children and youth. It is also recommended that a committee of knowledgeable persons be appointed to determine the method by which this will be demonstrated.

J. All applicants to the Teacher Education program must be given an Affirmative Action statement as follows:

AFFIRMATIVE ACTION STATEMENT FOR THE TEACHER EDUCATION PROGRAM

Southeast Missouri State University is an equal opportunity university. No one shall be denied access to the Teacher Education Program because of age, nationality, citizenship, religion, creed, race, sex, or handicap. Admission to the Teacher Education Program shall be limited only by its admissions criteria as stated by the State and the University. Likewise, retention in and completion of the Teacher Education Program is dependent only upon successful completion of the required coursework, maintenance of the required grade point average, satisfactory demonstration of the competencies required by the Program objectives and conformity to other requirements as may be prescribed by the University and Missouri law.

Appendix V

Curricular Renewal - Secondary

Task Force Year End Report - May 1986

Introduction

This Task Force was given the following charges in October, 1985, at the St. Louis meeting: 1) develop entrance criteria; 2) develop exit criteria; 3) develop a performance based curriculum with identified competencies for each course, module, and/or unit of study; and 4) address the possibility of a field component within each course or unit of study.

One sub-committee for each charge was formed in December, and these four met periodically throughout the year independently from the total Task Force. Each sub-committee chairperson reported on progress at subsequent Task Force meetings.

Another charge given by the Dean during the course of the year centered on the unique situation in secondary education that the program is "scattered" across colleges and departments within the University. The Dean requested recommendation(s) about improving or resolving that situation.

Proposed Recommendations

The total Task Force met six times, and at the April 1986 meeting, proposed recommendations were received from three of the sub-committees, as follows:

Entrance Criteria

1. A student seeking admission to the program must have a 2.50 grade point average in all coursework completed.
2. The Speech Clinic will develop and publish criteria for passing the speech and hearing test which applicants must take. If applicants do not pass, they will then be given appropriate counseling or therapy before making a second attempt.
3. Non-native speakers of English must demonstrate sufficient English language competency to assure that they can adequately communicate with school age children and youth. A committee of persons knowledgeable in Teaching English to Speakers of Other Languages (TESOL) should be appointed to determine methods, procedures, and criteria by which this competency will be assessed.
4. The current "Affidavit of Moral Character" should be modified by adding a paragraph advising applicants that issues concerning moral character are of great concern to the public and that applicants that have factors in their background that may preclude future employment in schools should carefully consider their decision to seek certification. A further modification was that the words "arrested, indicted or" should be eliminated from the question "Have you ever been arrested, indicted or convicted on a felony charge?"
5. As a means of ascertaining character and background, applicants must submit three letters recommending their admittance to the Teacher Education

Program.

6. All applicants to the Teacher Education Program must be provided an Affirmative Action Statement.
7. Requirements that the applicants have a score of at least 18 on the ACT or at least 800 on the SAT, that they have satisfactory scores on the yet-to-be-developed test described in the Excellence in Education Act, that they not be on disciplinary probation, that they have a grade of C or better in both EN 100 and EN 150 (composition courses) be retained.

Further details on these proposed recommendations and their rationales are contained in the sub-committee report attached to the April 1986 Task Force minutes.

Curriculum Sequence

Proposed course sequencing recommendations include:

Sophomore Level

*Child and Adolescent Development--4 hours. This course involves a three-hour lecture course and one hour of clinical experience of 30 class hours related to the level of development being studies in the course.

Junior Level

* Theories of Learning and Management--2 hours.
* Instructional Strategies for Secondary Teachers--3 hours. Includes a clinical component of 15 class hours focusing on small group instruction and actual teaching presentations.
* Basic Reading Techniques for Secondary Teachers--2 hours.
* Psychology and Education of the Exceptional Child--3 hours.

Senior Level

* Curriculum, Methods, and Techniques in the subject area specialty--3 hrs. Includes a clinical component of 30 class hours focusing on small group instruction, unit planning, and extensive teaching experience. Pre-requisite to student teaching.

* Student Teaching--one semester (hours to be determined).

Further details on these proposed recommendations and their rationales are contained in the sub-committee report attached to the April 1986 Task Force minutes.

Clinical Experiences

As suggested in the proposed recommendations from the curricular sequencing sub-committee, clinical experiences are recommended for at least these courses:

* Child and Adolescent Development
* Instructional Strategies for Secondary Teachers
* Curriculum, Methods, and Techniques for subject area specialties.

Other courses may include clinical components as well.

Issues Remaining for Fall, 1986

While this Task Force has accomplished a great deal in a comparatively short time, several important issues remain to be resolved, including:

Performance-based exit criteria: The exit criteria sub-committee prepared and distributed a survey of teacher education faculty to determine how much attention, if any, is being paid to Missouri Performance Criteria in courses in the professional sequence. Items assessed both teaching behaviors and learning outcomes measures. Copies of the results of that survey were attached to the April 1986 minutes.

Consensus among Task Force members was that competencies for each course, module, and/or unit of study can not be developed until curriculum sequencing and clinical field experience issues have been finalized. These competencies will need to be addressed, consensus formed, and forwarded in recommendation form in the Fall, 1986.

Curriculum Sequence: Recent discussions with other task force co-chairs have revealed differences with regard to freshman-level experiences, a school and society course, and a philosophy and history of education course. Those three items, and perhaps others, will be discussed, resolved, and forwarded in recommendation form in the Fall, 1986.

Administrative structure for secondary program: The question of "scattering" of secondary education program courses among colleges and departments has not been addressed by this Task Force. That issue needs to be addressed, resolved, and forwarded in recommendation form in the Fall, 1986.

Appendix VI

Expanded Field Experiences

Task Force Year End Report - May 1986

Overview

The Expanded Clinical Field Experiences Task Force, one of six, was appointed during the Fall of 1985 as part of the teacher education redesign plan to examine current practices and to make recommendations for future directions.

After meeting and discussing the Task Force charge, an outline was developed to guide the efforts of the Task Force. Among the topics were the following: Philosophy, Goals and Objectives; Field Experiences; A Cooperative Venture Common to All Teacher Education Majors; Unique Field Experiences; Criteria and Descriptions by Level and/or Year (Freshman, Sophomore, Junior, and Senior); Selected Clinical Field Experiences; Roles, Responsibilities and Functions in a Collaborative Arrangement; Implementation; Evaluation; and Summary and Conclusions.

Interim Recommendations

Based upon the deliberations of the Task Force thus far, a consensus has been reached on a tentative set of recommendations.

1. Field experiences should be based on a sound philosophy and goals designed to outline learning experiences required at various levels.
2. Field experiences should be developed and executed cooperatively with the University, the schools, and students interacting freely.
3. The basis for the Expanded Field Experiences (EFE), indeed the basis for the whole program, is those criteria and descriptors included in the Missouri Performance Based Teacher Evaluation system.
4. Courses common to all teacher education majors should contain field experience components appropriate to the course content.
5. Flexibility should be provided to create and take advantage of unique and valuable experiences.
6. The EFE should include four years of field experiences which follow and build upon classroom activities and earlier field experiences:
   a. At the freshman level, career decisions should be stressed.
   b. At the sophomore level, field experiences should focus upon learning theory along with human growth development.
   c. Junior students should select and use methods of teaching, classroom management, and evaluation in multicultural settings. Short sequences of lessons should be planned and implemented toward specific learner outcomes.
   d. Senior student teaching should be expanded to include a full semester in which students complete two distinct teaching experiences which are different in grade level, district, school size, geographic locale, and/or subject matter. Concurrent seminars would focus on analyzing, clarifying, and expanding the student teaching experiences.
7. Field experiences should be organized and administered with clear-cut lines of responsibility to encourage interaction and facilitate free flowing two-

way communication.

8. EFE should be phased in as follows: Freshman and Sophomore experiences, Spring 1987; and Junior and Senior experiences, Fall 1987.
9. The following contact hours per level are present estimates. As the Curriculum Task Forces complete their work, some modification may be appropriate. This seems particularly likely at the freshman and sophomore levels.
   a. Freshman - minimum of 25 contact hours.
   b. Sophomore - minimum of 40 contact hours.
   c. Junior - one semester of theory and practice. (An additional semester is required for early childhood and exceptional child majors.)
   d. Senior - one semester of student teaching with identified competencies.
10. Opportunities for inner city, multicultural, and international experiences should be promoted.
11. Performance expectations of Clinical Field Experience (CFE) students should include positive contributions to teaching and learning outcomes of classrooms.
12. CFE is intended to add the concrete dimension to theories, models, and other methodologies taught in the teacher education curriculum.
13. Sites for CFE should be selected to acquaint teacher education candidates with the wide range of a teacher's work.
14. The responsibilities of those who coordinate field experiences should include actual, on-site classroom observations as a basis for data gathering and the analysis of student performance.
15. The work of the EFE Task Force should be continued.

Future Task Force Directions

Future efforts of the EFE Task Force will concentrate on the completion of the items listed on the outline submitted earlier as part of an interim report, and on which closure has not yet been reached; possibly involvement of ad-hoc committee work; and a compilation of a final report. Some of the issues yet to be resolved are:

1. What provision needs to be made for systematic evaluation of the time devoted to field experiences and the nature of the experience to ensure that student learning meets the objectives of the program? Coordinators of CFE experiences should collect, analyze, and report this data.
2. How should the length and the nature of CFE be related to the maturity, experiential background and other needs of students?
3. To facilitate CFE in the schools, what guidelines should be developed relative to inservice activities, appropriate supervision, and follow-up studies? This task should be completed by an ad-hoc committee comprised of an EFE Task Force representative, elementary and secondary techniques professors, University coordinator, cooperating teacher, and school instructors and administrators.
4. Should grades be assigned? Pass-fail may be appropriate for some levels of CFE while marks should be assigned in student teaching.

Appendix VII

Collaborative Partnerships

Task Force Year End Report - May 1986

Introduction

The following recommendations, coupled with our March 27, 1986, memorandum, are presented as the final report of the Collaborative Partnerships Task Force. They have been developed by committee consensus process and represent examples of potential university-local education agency partnership linkages and activities.

Recommendations

1. Linkages and collaborative partnerships to be considered by the university and LEA's in the service area are:
   a. Public school faculty and administrators should be utilized as resource people/consultants in university teacher education classes to address concerns and answer questions of pre-service teachers. Suggested topics might include, but need not be limited to the following.
      (1) Routine school/classroom activities
      (2) Student discipline/control
      (3) "How to" sessions
      (4) Co/extra-curriculum responsibilities
      (5) Teacher/administrator/student interpersonal relationships
   b. Public school and university personnel who work with pre-service teachers should meet to:
      (1) Become cognizant of role expectations and responsibilities of university and local education agency personnel
      (2) Design/tailor field experiences for pre-service students
      (3) Determine learner purposes, objectives and performance experiences
   c. Arrangements should be developed whereby local education agency and university personnel can exchange information, ideas, points-of-view, current trends, realities in the public schools and in the university.
      (1) On site visits by LEA and university personnel should assist visiting personnel with the realities of the collaborating agencies.
   d. Discussion sessions should be scheduled on a regular basis in which the concept and purpose of collaborative partnerships can be fostered.
   e. The university should provide resource staff to assist local education agencies in
      (1) Implementing legislation and/or Department of Elementary and Secondary Education regulations
      (2) Developing and implementing an instructional management system
      (3) Inservice training in such areas as - classroom management, techniques, computer assisted instruction, computer software evaluation, student motivation techniques, discipline policy procedure, liability teacher and administrator evaluation, boards of education, tutoring system, current issues and practices, and wellness programs
   f. The university and the local education agency should develop a personnel exchange program - ie., teacher/professor exchange. This would provide for the sharing of skills, expertise, and knowledge.
   g. The university should provide workshops for first-year teachers cen-

tering around solutions of problems encountered in full-time teaching.

h. Curriculum consultation linkages should be initiated as a cooperative venture between the local education agencies and the university.
i. An increased number of off-campus courses should be made available to public school practitioners. Further, the university should develop a more effective extension/off-campus course information dissemination system.
j. The university should develop a permanent structure for dissemination of information, i.e., The Foreign Language Clearinghouse.

2. The criteria for the selection of pilot high school and elementary school collaborative partnership sites are recommended to be:
   a. All personnel (boards, administration, staff/faculty) to be involved in collaborative partnership agreements must be committed to the concept of local education agency - university alliances.
   b. The pilot elementary school list should not be selected from the same district as the pilot high school site.
   c. Local education agencies and the university must be willing to commit the necessary resources that will ensure quality agreements and responsibilities. These include payment of necessary expenses and providing released time for personnel involved in such activities.
   d. The local education agency must be able to provide appropriate opportunities for a wide range of activities.
   e. Final high school and elementary pilot site selection should be located within an approximate radius of 50 miles of Cape Girardeau, Missouri.
   f. The local education agency must be an accredited institution as identified by the Missouri Department of Elementary and Secondary Education/ University of Missouri, Columbia.
   g. The local education agency should have a recognized, high quality staff and a comprehensive educational program.
   h. Both the local education agency and the university must agree to the premise that collaborative agreements may be dissolved by either party.
   i. The local education agencies and the university should develop clear objectives for collaborative partnership agreements.

3. The school districts recommended to be considered, from which the high school pilot site will be initially selected for collaborative partnerships agreements, are:
   a. Cape Girardeau Public Schools
   b. Chaffee Public Schools
   c. Charleston Public Schools
   d. Delta Public Schools
   e. New Madrid County Schools

4. The school districts recommended to be considered, from which the elementary school pilot site will be initially selected for collaborative partnerships agreements, are:
   a. Cape Girardeau Public Schools
   b. Charleston Public Schools
   c. New Madrid County Schools
   d. Scott County R-IV Public Schools (Benton)

Appendix VIII

Selecting, Rewarding, and Training Cooperating Teachers

Task Force Year End Report - May 1986

Introduction

To facilitate the effective training of a student teacher requires a collaborative effort by the cooperating teacher, student teacher, the school administrator, the public school system, and the University. The roles of each influence should be well-defined and understood. The cooperating teacher is a most vital part of the student teaching program in providing a role model for teaching performance and in assisting student teachers in developing the skills and criteria essential to being a successful teacher. The University should aid the cooperating teacher via a training program concerning the expectations of the University regarding the teacher education program and the roles and skills of the personnel involved. The University coordinator should be trained in analyzing effective teaching and be capable of assisting cooperating teachers in developing strategies and resources to aid student teachers in the appropriateness of their needs. The impetus of supervising the student teacher is to come mainly through the cooperating teacher who has the University as a resource agency. Remuneration of cooperating teachers should, therefore, include adequate intrinsic and extrinsic rewards.

Role and Training of the Cooperating Teacher

1. Role of the cooperating teacher
    a. To participate in an entry orientation meeting with the student teacher, administrator, and university supervisor.
    b. To provide input in the selection and assignment of the student teacher.
    c. To provide in a supportive atmosphere, a positive learning experience by assisting the student teacher in the accomplishment of each of the following objectives:
        (1) To become oriented to the school, personnel, policies, equipment, and forms
        (2) To collect and interpret information on students for making decisions concerning the students
            (a) to test students
            (b) to evaluate student work samples and other data
            (c) to study student records
            (d) to formulate instruments for collecting data for promotion, placement, retention, or competency testing
            (e) to observe student behavior and analyze
        (3) To apply techniques for managing classroom situations
            (a) to utilize motivational techniques
            (b) to use the school discipline policies
            (c) to physically arrange the classroom for maximum benefit
            (d) to critique methods utilized and provide alternatives
        (4) To plan instructional activities
            (a) to adopt correct lesson-planning methods
            (b) to use blocked-time instruction
            (c) to become familiar with core curriculum

(d) to utilize spiral curriculum/IMS
(e) to plan for a variety of grouping situations
(f) to plan for initial presentations, practice presentations, and review presentations
(g) to plan content and sequencing of activities appropriate to learner's characteristic needs

(5) To evaluate the different phases of instruction (i.e., specifying targets for observations critical to the success of the lesson.)
(a) to utilize performance-based evaluation criteria
(b) to utilize Bloom's Taxonomy

(6) To work with others including parents, peer professionals, and administration
(a) to participate in parent-teacher conferences
(b) to participate in staffing
(c) to visit other classes
(d) to attend faculty meetings

(7) To translate theory and research into practice as demonstrated by implementing appropriate teaching strategies.

D. To observe student teacher's teaching performance and record/share data via the performance-based evaluation system.

E. To participate in, at the conclusion of the student teaching, a conference for evaluating the experience with the student teacher, administrator, and university supervisor.

F. To have the primary responsibility of issuing the grade.

2. Training of the cooperating teacher:

A. Workshops and seminars should be provide both on and off campus for cooperating teachers and/or student teachers. The purposes would be to
(1) reinforce positive practices, and
(2) anticipate and alleviate difficulties and problems.

B. The course Supervision of Student Teachers should be required for cooperating teachers prior to the assignment of a student teacher.

C. The cooperating teacher should have training in items C, 2-7 above.

Criteria for Selecting Cooperating Teachers

1. Have earned a B.S. degree (Graduate work preferred).
2. Be recommended by administrator.
3. Be willing to participate as demonstrated by a genuine interest in working with student teachers.
4. Have no technique students at that time.
5. Be an active participant in a professional organization and professional activities.
6. Have three years experience.
7. Have experinece with an instructional management system.
8. Have experience with evaluation of teaching via a performance-based system.
9. Be able to demonstrate and analyze the basic principles of teaching and learning.
10. Have completed the course Supervision of Student Teachers.

Remuneration for Cooperating Teachers

1. The University should provide adjunct appointment with the full rights and privileges, including parking, library use, etc., of the college faculty.
2. For each student teacher, the cooperating teacher should receive waiver of fees for a three-semester hour course.
3. The University could designate the cooperating teacher as a master teacher after the teacher has served five semesters.
4. The University should hold an annual banquet to honor cooperating teachers.
5. The University could select a Cooperating Teacher of the Year.
6. The University could send a personal thank-you note to the cooperating teacher and a copy to the administration of the cooperating school.
7. The University should provide resource and consulting services of its faculty to cooperating districts.
8. The cooperating teacher should receive a minimum of $125.00 per eight week period.

Role of the School Administrator

1. To participate in an entry orientation meeting with the student teacher, cooperating teacher, and University supervisor.
2. To meet with University personnel to determine placement needs and to recommend a cooperating teacher.
3. To consult with eligible cooperating teachers to obtain their agreement to accept a student teacher.
4. To provide University personnel with a list of LEA faculty interested in being cooperating teachers.
5. To serve as a liaison between the district and the University.
6. To serve as a local source in developing awareness of professional responsibilities of teaching.
7. To participate in an orientation meeting with the student teacher, cooperating teacher, and University supervisor.
8. To have the option to allow the student teacher to observe alternate teaching styles at the same grade level.
9. To have the option to evaluate the student teacher using a performance-based evaluation system.
10. To have the option to participate in, at the conclusion of the student teaching, a conference for evaluating the experience with the student teacher, cooperating teacher, and University supervisor.

Role of the University Supervisor

1. The University supervisor's responsibilities to the student teacher will be as follows:
   A. To assist student teachers with the selection of possible teaching assignments.
   B. To assist the director of student teaching with the placement of student teachers.
   C. To conduct entry and exit seminars.
   D. To make periodic on-site visits to student teachers.
   E. To conduct student teaching seminars on lesson planning and classroom management.

2. The University supervisor's responsibilities to the cooperating teacher will be as follows:
   A. To assist in staff development of cooperating teachers
      (1) to provide an orientation program outlining the goals and objectives of the University Teacher Education Program.
      (2) to define the role of University supervisor and the cooperating teacher.
      (3) to provide a systematic itinerary of conferences and on-site visits
      (4) to facilitate communication between the cooperating teacher and the student teacher.
   B. To offer inservice programs on such topics as the following:
      (1) Instructional Management Systems
      (2) Performance-Based Evaluation
      (3) Strategies for Effective Supervision
      (4) Classroom Observation Techniques
      (5) Teaching Strategies
      (6) Professionalism
      (7) Using Educational Research to Improve Teaching Techniques (Course content/objectives will be outlined by committees with the student teacher, the administrator, and cooperating teacher, expert in the respective fields in order to assure specific skills.)
   C. Facilitate the appropriate utilization of the University Teaching Learning Center and the pending Clinical Education Lab.

3. The University supervisor will conduct an entry orientation meeting and an exit conference for evaluating the student-teaching experience.

Appendix IX

Inservice Staff Development and Dissemination

Task Force Year End Report - May 1986

Introduction

This task force was given the following charges: 1) develop a network for dissemination of task force activities; (2) explore new delivery systems for inservice faculty and staff development (college and public schools) and (3) identify areas/topics that need attention.

In our work this year, we discovered that identifying areas/topics that need attention was intricately linked with delivery systems for inservice faculty and staff development, so we addressed these issues in two groups: (1) Inservice-Public and Private Schools, and (2) SEMO Faculty Development. Responsibility for our other charge was split into two groups reported below as (3) Dissemination-Newsletter and (4) Dissemination-Networking.

Recommendations from these four groups which have been approved by our entire task force are recorded below. At our next meeting on May 6, 1986, we expect to consider some additional recommendations. A revised report reflecting the disposition of those recommendations will be submitted.

Recommendations

1. Inservice - Public and Private Schools
   A. We recommend that the Center for Science and Mathematics Education model for inservice needs for schools which provides for cooperative planning of courses and workshops be expanded to include all subject areas and other educational concerns.
   B. We recommend that involvement in cooperatively-developed inservice activities be recognized as a significant portion of regular faculty loads.
   C. We recommend that the University establish the capability for effective inservice education. This capability must include provision for stimulating, developing, conducting, and maintaining cooperative inservice activities (workshops, short courses, conferences, consultations, etc.) in partnership with schools and teachers in SEMO's service area.

2. SEMO Faculty Development
   A. We recommend that the College of Education and Behavioral Science continue to recognize SEMO faculty for grant-writing activities and encourage SEMO faculty to participate in grant-writing opportunities (including seminar sessions on procedures and techniques).
   B. We recommend that the College of Education and Behavioral Science reward faculty with a $450 honorarium in travel money (over and beyond that provided in the guidelines for travel allocated based upon degree of participation--presenting, delegate, etc.--and level of meeting--state, regional, national/international conference) for each article accepted for publication in a national/international refereed journal.

3. Dissemination - Newsletter
   A. We recommend that staffing and resources be provided to disseminate information not only for the duration of the task forces but also as an ongoing vehicle for two-way communication afterwards.
   B. We recommend that ONE newsletter incorporate information from all sources relevant to teacher education (e.g., CARE, CSME, etc.).
   C. We recommend that the first newsletter be made camera-ready to conserve costs and speed distribution.
   D. We recommend that the newsletter be called Partnerships in Education.

4. Distribution - Networking
   A. We recommend that networking be conceived as threefold: a newsletter, speaker's bureau (composed of members from all task forces), and the encouragement of personal contacts.
   B. We recommend that video presentations be constructed about our redesign (why/where we are going,etc.).
   C. We recommend that exhibits at professional meetings and other heavily-peopled locations (including pamphlets, etc.) be used for dissemination purposes.